**K-5Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Count Numbers 0-30** | | | | **Corresponding Unit Task:1** | | |
| **Essential Question(s): What does a number represent?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: name cards with each student’s name and teacher and assistant’s name** | | **Student: their name card** | | | **count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:K.CC.2 , K.CC.3 (power standards); K.CC.1** | | | | | |
| **I Can Statement(s): I can say my name. I can count the letters in my name.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Stand on the outside edge of the carpet. When you hear me call your name, sit down. The teacher will call everyone’s name so that all students are sitting. | | | | | |
| **Teacher Directed: Hold up a name card. Ask students to stand if this is your name. Have student stand next to you. Have student say their name and count the letters in their name. If the other students agree with the number of letters in the name, then they can give a marshmallow clap. Then continue the activity with each child.** | | | | | |
| **Guided Practice: Children at the carpet count with you as you call on each student.** | | | | | |
| **Independent Practice: Using a name card, have students trace their name, and then trace the number of letters in their name.** | | | | | |
| **Closing/Summarizing Strategy: Pair/share activity: count the letters in your elbow partner’s name, and have your elbow partner count the letters in your name.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Count the letters of everyone’s name at their table group. | | | Teacher counts the letters of the child’s name with him/her. | | | Teacher counts the letters of the child’s name with him/her. |
| **Assessment(s): Informally assess by listening to students count the letters in their name. Use the independent practice activity to monitor accuracy.** | | | | | | |
| **Teacher Reflection:** (Next steps?)Count the letters in your last name. Count the letters in your first and last name and see how many letters are altogether. | | | | | | |